

Common Core HI Interpretations for Grade 2

Domain	Cluster	Code	Common Core State Standard	HI Interpretations	Notes
Operations and Algebraic Thinking Nā Hana Ho'omākalaka la a me ka Mana'o Hō'ailona Helu	Represent and solve problems involving addition and subtraction.	2.OA.1 2.HMM.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Ho'ohana i ka ho'ohui a i ka ho'olawe no ka ho'omākalakala 'ana i ka polopelema hua'ōlelo/mo'olelo nane nona ho'okahi a 'elua 'anu'u/mahele paha e pili i ka ho'ohui 'ana, i ka ho'olawe 'ana, i ke kāpili 'ana, i ka wewehe 'ana a i ka ho'okūkū 'ana, me nā mea i 'ike 'ole 'ia ma nā kūlana like 'ole, e la'a, ma o ka ho'ohana 'ana i ke kaha ki'i 'ana a me nā ha'ihelu nona ka hō'ailona no ka helu i 'ike 'ole 'ia i mea e hō'ike ai i ka polopolema/nane pili helu.	
	Add and subtract within 20. Ho'ohui a ho'olawe a hiki i ka 20	2.OA.2 2.HMM.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	Ho'ohui a ho'olawe a i ka 20 me ka mākaukau me ka ho'ohana 'ana i nā ka'akālai na'au. Ho'opa'ana'au i nā huina a pau o 'elua helu no lāua ho'okahi kikoho'e pākahi ma ka pau 'ana o ka papa 2.	
	Work with equal groups of objects to gain foundations for multiplication. Ho'ohui a ho'olawe a hiki i ka 20	2.OA.3 2.HMM.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Ho'oholo i ke kaulike a i 'ole i ke kau'ewa o ka huina (a i ka 20) o nā lālā o kekahi hui, e la'a, ma o ke kaulua 'ana i nā mea a i 'ole ka helu pālua 'ana; kākau i kekahi ha'ihelu no ka hō'ike 'ana i ka helu kaulike 'o ia ka huina o 'elua mau helu ho'ohui like.	
		2.OA.4 2.HMM.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Ho'ohana i ka ho'ohui no ka huli a loa'a 'ana o nā huina nui o nā mea i ho'onohonoho 'ia ma nā lau huinahā lō'ihī a hiki i nā lālani he 5 a i nā kolamu he 5; kākau i kekahi ha'ihelu no ka hō'ike 'ana i ka huina nui he huina o nā helu ho'ohui like.	
Number and Operations in	Understand place value.	2.NBT.1	Understand that the three digits of a three-digit number represent	Maopopo ka helu kikoho'e 'ekolu e kū ana no kekahi mau haneli, no kekahi mau 'umi	

<p>Base Ten</p> <p>Nā Helu a me nā Hana Ho'omākalaka la ma ke Kumu Ho'onui Pā'umi</p>	<p>Maopopo ke kūana helu.</p>	2.HKP.1	<p>amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight or nine hundreds (and 0 tens and 0 ones).</p>	<p>a no kekahi mau 'ekahi; e la'a, ua like ka 706 me 7 haneli, 0 'umi a me 6 'ekahi. Maopopo kēia mau mea kūikawā:</p> <p>a) Like ka helu 100 me ka 'umi 'ope o 'umi mea o loko — kapa 'ia he “haneli.”</p> <p>e) Kū nā helu 100, 200, 300, 400, 500, 600, 700, 800, 900 no ho'okahi, 'elua, 'ekolu, 'ehā, 'elima, 'eono, 'ehiku, 'ewalu a i 'ole 'eiwa mau haneli (*me ka 'ole o nā 'umi a me ka 'ole o nā 'ekahi)</p>	
		2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.	Helu a hiki i ka 1000 ma ka helu lele 'ana ma ka pā 5, ma ka pā 10 a ma ka pā 100.	
		2.HKP.2			
		2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Heluhelu a kākau i nā helu a hiki i ka 1000 me ka ho'ohana 'ana i ke helu kumu ho'onui pā'umi, nā inoa o nā helu a me nā unuhi kuana.	
		2.HKP.3			
	2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Ho'ohālike i 'elua helu kikoho'e 'ekolu ma ka mana'o o nā kikoho'e haneli, 'umi a 'ekahi me ka ho'ohana 'ana i nā hō'ailona $>$, $=$, a $<$ no ka ho'opa'a 'ana i ka hopena o ka ho'ohālike 'ana.		
	2.HKP.4				
	<p>Use place value understanding and properties of operations to add and subtract.</p> <p>Ho'ohana i ka 'ike kūana helu a me ka 'ike 'anopili hana ho'omākalakala no ka ho'ohui a no ka ho'olawe.</p>	2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Ho'ohui pono a ho'olawe pono a hiki i ka 100 me ka ho'ohana 'ana i nā ka'akālai kūana helu, nā 'anopili hana ho'omākalakala a me/a i 'ole ka pilina o ka ho'ohui i ka ho'olawe.	
		2.HKP.5			
		2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	Ho'ohui a hiki i ka 'ehā helu 'elua kikoho'e me ka ho'ohana 'ana i nā ka'akālai kūana helu a me nā 'anopili hana ho'omākalakala.	
2.HKP.6					
	2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the	Ho'ohui a ho'olawe a i ka 1000, me ka ho'ohana 'ana i nā la'ana/kūkohu maoli a i 'ole nā kī'i a me nā ka'akālai kūana helu, nā 'anopili hana ho'omākalakala, a me/a i		
	2.HKP.7				

			relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	'ole ka pilina o ka ho'ohui i ka ho'olawe; ho'opili i ke ka'akālai i ke kākau 'ana. Maopopo ke 'ano o ka ho'ohui 'ana a me ka ho'olawe 'ana i nā helu kikoho'e 'ekolu, a he pono e ho'ohui a e ho'olawe i nā haneli i nā haneli, i nā 'umi i nā 'umi, a i nā 'ekahi i nā 'ekahi; a i kekahi manawa, he pono ka ho'oulu 'ana a i 'ole ka wāwahi 'ana i nā 'umi a i 'ole nā haneli.	
		2.NBT.8 2.HKP.8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	Ho'ohui na'au i ka 10 a i 'ole i ka 100 i kekahi helu i hā'awi 'ia ma waena o ka 100-900, a ho'olawe na'au i ka 10 a i 'ole i ka 100 mai kekahi helu i hā'awi 'ia ma waena o ka 100-900.	
		2.NBT.9 2.HKP.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	Wehewehe i ke kumu e hiki ai ke ho'ohana 'ia nā ka'akālai ho'ohui a ho'olawe, a me ka ho'ohana 'ia 'ana o ke kūana helu a me ke 'anopili hana ho'omākalakala. (Hiki ke kāko'o 'ia ka wehewehe 'ana e nā ki'i a i 'ole nā mea.)	
Measurement and Data Ke Ana 'Ana a me ka 'Ikepili/'Ike	Measure and estimate lengths in standard units. Ana a koho i ka lō'ihi ma ke anakahi ma'amau	2.MD.1 2.A'1.1 2.MD.2 2.A'1.2 2.MD.3 2.A'1.3 2.MD.4 2.A'1.4	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. Estimate lengths using units of inches, feet, centimeters, and meters. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Ana i ka lō'ihi o kekahi mea ma o ke koho 'ana a me ka ho'ohana 'ana i nā pono ana kūpono e like me ka lula, ka lā'au iā, ka lā'au mika a me ka lipine ana. Ana i ka lō'ihi o kekahi mea he 'elua manawa, me ka ho'ohana 'ana i nā anakahi lō'ihi 'oko'a no ke ana 'ana i ia mau manawa 'elua; hō'ike 'ano i ka pilina o nā ana 'elua i ka nui o ke anakahi i koho 'ia. Koho i ka lō'ihi me ka ho'ohana 'ana i ka 'īniha, ke kapua'i, ke kenimika a me ka mika. Ana no ka ho'oholo 'ana i ka lō'ihi hou a'e o kekahi mea ma mua o ka lō'ihi o kekahi mea a'e, me ka hō'aike 'ana i ka 'oko'a o ka lō'ihi ma ke anakahi kūmau.	

<p>Relate addition and subtraction to length.</p> <p>Ho'opili i ka ho'ohui 'ana a me ka ho'olawe 'ana i ka lō'ihī</p>	<p>2.MD.5</p> <p>2.A'1.5</p>	<p>Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p>	<p>Ho'ohana i ka ho'ohui a me ka ho'olawe ma lalo o ka 100 no ka ho'omākalakala 'ana i nā polopelema hua'ōlelo/mo'olelo nane pilihelu e pili i ka lō'ihī i hā'awi 'ia ma ke anakahi ho'okahi, e la'a, ma o ka ho'ohana 'ana i nā ki'i (e like me nā ki'i o nā lula) a me nā ha'ihelu no lākou ka hō'ailona no ka helu i 'ike 'ole 'ia e kū ana no ia polopelema.</p>	
	<p>2.MD.6</p> <p>2.A'1.6</p>	<p>Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ... , and represent whole-number sums and differences within 100 on a number line diagram.</p>	<p>Hō'ike i ka helu piha ma ke 'ano he lō'ihī mai ka 0 mai ma ke ki'ikuhi laina helu o nā kiko i ho'okōwā like 'ia e pili i nā helu 0,1,2 ... , a hō'ike i ke kū 'ana o nā hunanui helu piha a me nā 'oko'a a i ka 100 ma ke ki'ikuhi laina helu.</p>	
<p>Work with time and money.</p> <p>Hana me ka manawa a me ke kālā</p>	<p>2.MD.7</p> <p>2.A'1.7</p>	<p>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p>Ha'i waha a kākau i ka hola ma ka uaki manamana lima a me ka uaki kikoho'e a i ka 'elima minuke i kokoke loa, me ka ho'ohana 'ana i ka a.m a me ka p.m.</p>	<p>a.m.?</p> <p>p.m.?</p>
	<p>2.MD.8</p> <p>2.A'1.8</p>	<p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p>	<p>Ho'omākala i nā polopelema hua'ōlelo/mo'olelo nane pilihelu i loa'a ke kālā pepa, ka hapahā, ke kenikeni, ka hapa'umi a me nā keneka, me ka ho'ohana kūpono 'ana i nā hō'ailona \$ (kālā) a me ¢ (keneka). E la'a: 2 āu kenikeni a 3 āu keneka, 'ehia āu keneka?</p>	
<p>Represent and interpret data.</p> <p>Hō'ike i ke kū 'ana a wehewehe i ka 'ike/'ikepili</p>	<p>2.MD.9</p> <p>2.A'1.9</p>	<p>Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p>	<p>Ho'opuka i ka 'ikepili/'ike ana ma ke ana 'ana i kekahi mau mea 'oko'a i ka anakahi piha i kokoke loa, a i 'ole ma ke ana hou mau 'ana i ia mea ho'okahi. Hō'ike i nā ana ma ke kākuhi kaha laina ma ka pālakio papamoe i māka 'ia ma nā anakahi helu piha.</p>	
	<p>2.MD.10</p> <p>2.A'1.10</p>	<p>Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four</p>	<p>E kaha i pakuhi ki'i a i pakuhi 'aukā (me ke anakahi ho'okahi o ka pālakio) no ke kū 'ana i ke kaina 'ikepili/'ike a hiki i ka 'ehā</p>	

			categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	mahele. Ho'omākalakala i nā polopelema/nane pilihelu kāpili, wewehe nōhie/ma'alaha a ho'ohālike i me ka 'ike o ka pakuhi 'aukā.	
Geometry Ke Anahoua	Reason with shapes and their attributes. Kuano'o i nā kinona a me ko lākou mau 'anopili	2.G.1 2.A.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)	Ho'okū'ike a kaha i nā kinona no lākou nā hi'ohi'ona kiko'i/pilikahi, e like me he mau huina i kuhi 'ia a i 'ole he mau 'ili like i kuhi 'ia. Ho'omaopopo i nā huinakolu, nā huinahā, nā huinalima, nā hunaono a me nā pa'a'iliono. (Ho'okūkū 'ia nā nui ma ka ho'opili pono 'ana a i 'ole ma ka nānā pono 'ana, 'a'ole nō na'e ho'okūkū 'ia ma ke ana 'ana.)	
		2.G.2 2.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Ho'omahele i ka huinahā lō'ihī ma nā lālani a me nā kolamu o nā huinahā like a helu a loa'a ka huinānui o ia mau huinahā like.	
		2.G.3 2.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	Ho'omahele i nā pō'ai a me nā huinahā lō'ihī ma 'elua, 'ekolu a i 'ole 'ehā mahele kaulike, hō'ike 'ano i nā mahele me ka 'ōlelo 'ana i nā hua'ōlelo hapalua, hapakolu, ka hapalua o, ka hapakolu o, a pēlā aku, a hō'ike 'ano i ka piha holo'oko'a ma ke 'ano he 'elua hapalua, he 'ekolu hapakolu, he 'ehā hapahā. Ho'omaopopo i ka hiki 'ana i nā mahele kaulike o nā piha holo'oko'a like a like ke 'oko'a ke 'ano o ke kinona.	